



Gold Hill Middle

1025 Dave Gibson Blvd.
Fort Mill, SC 29078

Grades	6-8 Middle School	
Enrollment	663 Students	
Principal	Thomas L. Johnston	803-548-8300
Superintendent	Dr. V. Keith Callicutt	803-548-2527
Board Chair	Jan Smiley	803-548-7258

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Good	Average
2007	Good	Below Average
2006	Good	Average
2005	Excellent	Excellent
2004	Excellent	Excellent

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

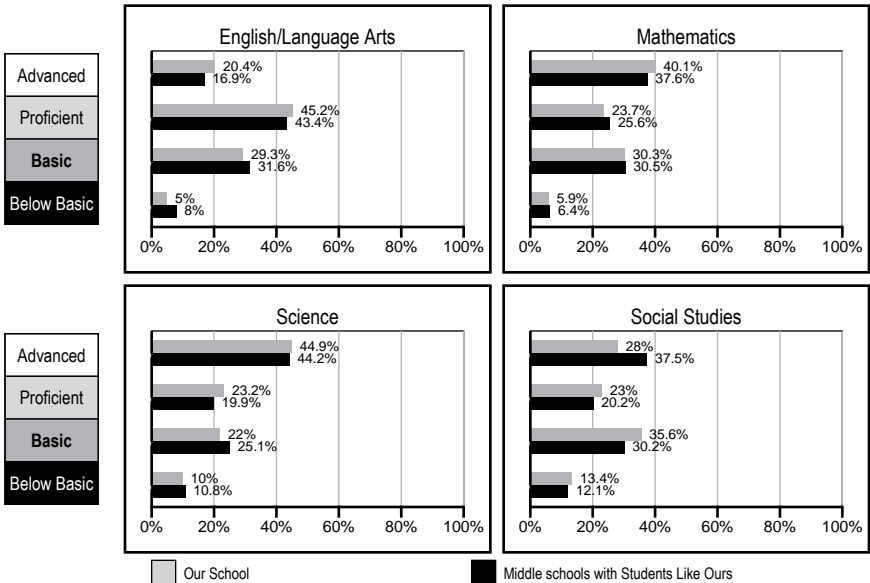
92.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	5	0	0	0

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	100.0
English 1	100.0	100.0
Physical Science	0	100.0
All Subjects	100.0	100.0

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=663)				
Students enrolled in high school credit courses (grades 7 & 8)	21.5%	Up from 21.1%	43.3%	19.4%
Retention rate	0.2%	Down from 0.5%	0.3%	1.8%
Attendance rate	96.8%	Down from 96.9%	97.0%	95.8%
Eligible for gifted and talented	39.9%	Up from 37.6%	41.4%	15.3%
With disabilities other than speech	6.3%	Up from 3.6%	6.5%	12.9%
Older than usual for grade	0.5%	No Change	0.4%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.5%	0.2%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=49)				
Teachers with advanced degrees	44.9%	Down from 46.3%	57.9%	55.0%
Continuing contract teachers	77.6%	Down from 85.4%	78.1%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.7%	0.9%	5.4%
Teachers returning from previous year	76.8%	Down from 78.2%	84.5%	83.4%
Teacher attendance rate	94.8%	Up from 94.1%	94.8%	94.9%
Average teacher salary	\$47,261	Up 2.9%	\$47,413	\$44,706
Professional development days/teacher	11.6 days	Up from 11.0 days	11.2 days	11.8 days
School				
Principal's years at school	2.5	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	21.3 to 1	Up from 15.7 to 1	21.7 to 1	20.1 to 1
Prime instructional time	90.3%	Up from 89.0%	90.5%	89.3%
Opportunities in the arts	Excellent	No Change	Excellent	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	Down from 100.0%	100.0%	98.0%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil*	\$6,515	Up 19.8%	\$6,884	\$7,097
Percent of expenditures for instruction*	63.7%	Down from 70.5%	64.2%	64.4%
Percent of expenditures for teacher salaries*	59.6%	Down from 66.1%	59.9%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The Gold Hill Middle School faculty and staff continued using the data ladder this year to improve instruction and student engagement. Our faculty was trained in the interpretation of MAP data to understand RIT groups for the purpose of planning and enhancing instruction and activities to promote student engagement and success. We continued to develop and use help sessions such as "Homework Helpers" for the student body in the mornings and additional study sessions during "Working Lunches." Our faculty once again dedicated at least one afternoon per week for after school tutoring and for make-up work.

We continued to provide extracurricular activities for all of our students with field trips. Selected students visited Camp Thunderbird in Lake Wylie, SC. Our seventh graders attended a Charlotte Knights game in which they utilized their math skills. Our sixth graders visited Medieval Times at Myrtle Beach to bring their Social Studies book alive. Other students were given an opportunity to attend a Charlotte Bobcats game to promote social skills and a positive self-image. Our student body sold enough magazines this year that the fundraising company planted 130 trees in our honor. One of our talented students sang the National Anthem at the opening of a large retail store in our community. Our Athletic Booster Club supported our total school program by raising funds through school dances and concession sales to help support the addition of 4 new interscholastic sports this spring and our eighth grade recognition festivities.

Our wonderful PTA continues to focus on providing each grade level with funds to enhance the curriculum through educational programs such as "Snakes Alive," through support of our fine arts by sponsoring an artist-in-residence, Bob Doster, and by providing funds for our media center to purchase additional books and multimedia resources such as iPods and digital cameras. We continued our Advisory program this year using the "LionsQuest Skills for Adolescence" curriculum, which gained recognition as a program that truly makes a positive impact on the middle school child. This program focuses on making positive decisions, resisting peer pressure, and building relationships with others. We continued to enhance our literacy across the curriculum initiative with our Drop Everything And Read (DEAR) program. Both our Advisory and DEAR programs are held on alternating Wednesdays during the instructional day. Our student body read over 200,000 pages during our accumulated DEAR time of approximately 8 hours. Service learning was evident this year as GHMS raised over \$15,000 for the Leukemia and Lymphoma Society earning statewide recognition as the leading fundraising school for this cause. Our student body successfully raised enough funds to save 10 acres of the African Rainforest, and the Bulldogs raised over \$1,000 for the American Heart Association with our Dodge 4 Heart competition. Sixty of our 8th grade students participated in NAEP testing this year. We identified over 40 Junior Scholars via the Duke TIP Program, and our 8th grade students achieved a 100% passing rate on the End-of-Course tests in English 1 and Algebra 1. Finally, our students had great success in our district spelling bee and geography bee. As always, failure is not an option at Gold Hill Middle School.

Tracy Imler and Leslie Kelly, Co-Chairs School Improvement Council
Thomas L. Johnston, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	38	207	58
Percent satisfied with learning environment	97.4%	84.1%	89.5%
Percent satisfied with social and physical environment	97.4%	83.5%	96.6%
Percent satisfied with school-home relations	97.4%	89.2%	81.0%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.3%	0.0%	No
Student attendance rate	96.8%	94.0%	Yes

* Or greater than last year

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	681	100	5.4	31	46	17.6	75.5	71.7	48.2	Yes	Yes
Gender											
Male	339	100	6.5	35.5	45.5	12.6	70.6	65.7	41.7	N/A	N/A
Female	342	100	4.3	26.7	46.6	22.4	80.1	78.3	55	N/A	N/A
Racial/Ethnic Group											
White	566	100	3.7	28.9	49.1	18.3	78.9	75.2	60	Yes	Yes
African American	73	100	20.3	42.4	27.1	10.2	52.5	48.2	31.7	Yes	Yes
Asian/Pacific Islander	17	100	0	57.1	14.3	28.6	50	78.1	70.4	I/S	I/S
Hispanic	25	100	8.7	34.8	43.5	13	69.6	62	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	63.6	47	I/S	I/S
Disability Status											
Disabled	51	100	36.8	55.3	7.9	0	13.2	27.3	16	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	54.5	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	95	100	12.5	55	30	2.5	50	45.3	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	681	100	6.6	33.9	25.5	34	72.8	71	45.8	Yes	Yes
Gender											
Male	339	100	6.1	32.9	22.9	38.1	72.6	71.2	45.6	N/A	N/A
Female	342	100	7.1	34.8	28	30.1	73	70.8	45.9	N/A	N/A
Racial/Ethnic Group											
White	566	100	5.4	32.8	24.4	37.3	75.7	75	59	Yes	Yes
African American	73	100	16.9	47.5	23.7	11.9	45.8	44.3	26.9	Yes	Yes
Asian/Pacific Islander	17	100	0	42.9	35.7	21.4	71.4	78.1	71.3	I/S	I/S
Hispanic	25	100	13	17.4	47.8	21.7	73.9	58.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	72.7	46.2	I/S	I/S
Disability Status											
Disabled	51	100	42.1	47.4	7.9	2.6	26.3	32.5	17.1	I/S	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	53.4	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	95	100	20	50	17.5	12.5	46.3	43.9	31.4	Yes	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	448	100	10	22	23.2	44.9	68	61.8	35.7	96.8	96.9
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Gender

Male	214	100	10.1	19.6	19.1	51.3	70.4	65	37.4	96.8	96.9
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Female	234	100	10	24.1	26.8	39.1	65.9	58.3	33.8	96.9	97
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Racial/Ethnic Group

White	369	100	7	21.4	24.8	46.8	71.5	66.2	49.2	96.8	96.9
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African American	52	100	35	27.5	17.5	20	37.5	34.7	17	96.7	97.1
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Asian/Pacific Islander	11	100	0	22.2	11.1	66.7	77.8	77.8	58	97.9	97.5
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Hispanic	16	100	20	20	6.7	53.3	60	37	24.9	97.5	96.8
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	N/A	96.4
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Disability Status

Disabled	39	100	56.3	28.1	12.5	3.1	15.6	27.3	14	94	96.2
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	95.6
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English Proficiency

Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	34.5	24.4	98.6	97.4
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Socio-Economic Status

Subsided meals	63	100	32.7	36.5	13.5	17.3	30.8	29.5	21.1	95.7	96.2
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Social Studies

All Students	448	100	13.4	35.6	23	28	51	59.1	34	96.8	96.9
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Gender

Male	231	100	12.8	29.4	21.8	36	57.8	63.3	36.6	96.8	96.9
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Female	217	100	14	42	24.2	19.8	44	54.7	31.3	96.9	97
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Racial/Ethnic Group

White	379	100	12	33.9	23	31.1	54.1	62.3	44.5	96.8	96.9
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African American	43	100	27	40.5	24.3	8.1	32.4	38.5	19.1	96.7	97.1
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	68.3	58.9	97.9	97.5
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Hispanic	17	100	12.5	56.3	18.8	12.5	31.3	44.6	27.5	97.5	96.8
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	N/A	96.4
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Disability Status

Disabled	30	100	63.6	31.8	4.5	0	4.5	32.6	14.4	94	96.2
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	95.6
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English Proficiency

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	I/S	29.8	27.3	98.6	97.4
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Socio-Economic Status

Subsided meals	63	100	23.2	57.1	10.7	8.9	19.6	31.1	21	95.7	96.2
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* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	206	100	8.7	33.7	44.4	13.3	57.7
	7	213	100	9.7	32.7	47.4	10.2	57.7
	8	214	100	11.5	43	36.5	9	45.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	246	100	4	23.9	46.9	25.2	72.1
	7	215	100	7.3	30.2	50.7	11.7	62.4
	8	220	100	5	39.8	40.3	14.9	55.2
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	206	100	6.6	29.1	31.6	32.7	64.3
	7	213	100	7.1	32.7	23	37.2	60.2
	8	214	100	15	50.5	21.5	13	34.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	246	100	4.9	21.7	28.8	44.7	73.5
	7	215	100	6.8	34.1	22	37.1	59
	8	220	100	8.5	47.3	25.4	18.9	44.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	104	100	17.2	37.4	17.2	28.3	45.5
	7	213	100	8.7	30.1	24.5	36.7	61.2
	8	108	100	12.5	41.3	22.1	24	46.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	124	100	12.3	17.5	20.2	50	70.2
	7	215	100	9.3	26.8	22.9	41	63.9
	8	109	100	9	17	27	47	74
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	102	100	4.1	37.1	38.1	20.6	58.8
	7	213	100	16.8	39.3	15.8	28.1	43.9
	8	106	100	9.4	62.5	18.8	9.4	28.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	122	100	5.4	36.6	27.7	30.4	58
	7	215	100	20.5	31.2	14.1	34.1	48.3
	8	111	100	7.9	43.6	35.6	12.9	48.5

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample